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ABSTRACT

The middle school home economics curriculum on Life Management Skills I (eighth grade) meets the needs of the early adolescent. It is based upon three major concepts: (1) basic skills; (2) self-knowledge/understanding/decision making; and (3) independence/interdependence. Emphasis on the basic skills of reading, writing, communicating, using numbers, and perceiving is an integral aspect of the curriculum. Contexts for helping students acquire and consolidate basic skills are provided in each unit in relation to competencies needed in everyday life. Self-knowledge, self-understanding, and decision making are also important aspects of the curriculum in helping students through the transitional period between childhood and adolescence. Understanding the changes taking place physically, socially, emotionally, and mentally will help students cope with and accept them. The middle school home economics curriculum provides opportunities for students to learn some skills in both independent action and decision making and in interdependent actions with peers, families, small children, and other adults. This curriculum guide contains the following eight instructional units: (1) introduction; (2) business aspects of babysitting; (3) personal development/family relations; (4) housing; (5) clothing/textiles; (6) foods/nutrition; (7) exploring entrepreneurship; and (8) exploring home economics related careers. The guide contains a curriculum outline, instructional time allocation chart, competencies, a correlation of life management skills with Oklahoma's Home Economics I basic core curriculum, and career education infusion. (NLA)

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Home Economics Education

Life Management Skills

Loudoun County Public Schools

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HOME ECONOMICS EDUCATION

Life Management Skills 8230

Loudoun County Public Schools
Leesburg, Virginia

Dr. David N. Thomas
Superintendent of Schools

Harry E. Bibb
Assistant Superintendent
of Instruction

Peter A. Fulcer, Director
Vocational & Adult Education

Lucille A. Sellers, Supervisor
Vocational Education

April, 1989

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Appreciation

The Department of Vocational & Adult Education recognizes and appreciates the contributions made by its teachers in the development of their Guide. Each teacher's dedication to the improvement of home economics is exemplified in this combined effort.

Special gratitude is extended to the committee which reviewed the materials submitted and developed in this publication. Members of the curriculum committee were:

Barbara Baker
Ann Donaldson
Judy Engel
Connie Graham
Karen McDermott
Alia Miller
Lorraine Vogt
Dorothy Woodward

Peter A. Fulcer, Director
Vocational & Adult Education

Lucille A. Sellers, Supervisor
Vocational/Special Education

INTRODUCTION

The middle school home economics curriculum has been designed to meet the unique needs of the early adolescent. It's foundation is based upon three major concepts: Basic Skills, Self-Knowledge/Self Understanding/ Decision-Making and Independence/Interdependence.

Emphasis on the basic skills of reading, writing, communicating, using numbers, and perceiving is an integral aspect of the curriculum. Contexts for helping student acquire and consolidate basic skills is provided in each unit in relation to competencies needed in everyday life.

Self-knowledge, self-understanding and decision-making are also important aspects of the curriculum in helping students through the transitional period between childhood and adolescence. Understanding the changes taking place physically, socially, emotionally and mentally will help students cope with and accept them. Development of a positive self-image is vital to learning to deal with pressures and make wise decisions about one's life. Although the decisions made at this age are not always big decisions, they form the pattern for the future.

As the learner moves from dependence to independence, he/she must also learn interdependence to live successfully in today's world. Independence involves being able to do things for one's self. It involves self-sufficiency in doing things and making decisions. It requires development of inner resources as well as skills and abilities to perform tasks. Independence also requires self-discipline in assuming responsibility for one's self. Early adolescents need increased opportunity to exercise independence. Although students will not be fully independent for some years to come, they need to learn that independence is both a privilege and a responsibility.

As students become more independent, they must also learn to look at their actions and decisions in relation to their effects on others. The middle school home economics curriculum provides opportunities for students to learn some skills in both independent action and decision-making and in interdependent actions with peers, families, small children and other adults.

INSTRUCTIONAL TIME ALLOCATION CHART

LIFE MANAGEMENT SKILLS I 8230

INSTRUCTIONAL UNITS	TIME ALLOTMENT IN HOURS 10 20 30 40 50 60 70 80 90 100 110 120
INTRODUCTION (5)	
BUSINESS ASPECTS OF BABYSITTING (20)	
PERSONAL DEVELOPMENT / FAMILY RELATIONS (20)	
HOUSING (17)	
CLOTHING / TEXTILES (45)	
FOODS / NUTRITION (65)	
EXPLORING ENTREPRENEURSHIP (8)	
EXPLORING HOME ECONOMICS RELATED CAREERS (INTEGRATED)	

Curriculum Outline

LOUDOUN COUNTY PUBLIC SCHOOLS
Home Economics Education
8th Grade

Life Management Skills I

I. Introduction (5 days)

A. Course Introduction

B. General Procedures

1. Department rules
2. Class rules

C. Grading Procedures and Evaluation Methods

1. Notebooks
2. Projects
3. Worksheets
4. Laboratory experiences
5. Teacher observations
6. Tests

D. Review Time

E. Department Care and Maintenance

II. Business Aspects of Babysitting (20 days)

A. Reasons for Babysitting

1. Money
2. Job experience
3. Personal satisfaction
4. Provide a service

B. Job Qualification

1. Personal

a. maturity
b. image within a community
c. experience
d. number of children to manage
e. attitude
f. aptitude

2. Knowledge of children

a. infant
b. toddler
c. pre-school/school-age children
d. special needs children

3. Basic care-giving techniques

a. feeding
b. dressing
c. play/activities
d. bathtime/bedtime
e. handling emergencies
f. discipline

C. Business Aspects

1. Finding a job

a. advertising
b. referral

2. Establishing fees and duties

3. Responsibilities

a. babysitter
b. babysitter's parents
c. parent employer

D. Safety

1. Children's safety

2. Personal safety

E. Caregiving Careers/Experiences

1. Children

2. Elderly

III. Personal Development/Family Relations (20 days)

A. Self Awareness

1. Time of growth

a. physical
b. mental
c. emotional
d. social

2. Adolescence developmental tasks

   a. accepting your changing body
   b. growing socially to establish relations with peers of both sexes
   c. controlling your emotions as you become independent of parents and other adults
   d. developing intellectual skills and concepts
   e. preparing for and reaching economic independence
   f. becoming a responsible citizen

3. Self Concept

   a. definition
   b. origin
      (1) heredity
      (2) environment
   c. importance
   d. accepting individuality

4. Self Improvement

   a. learning from mistakes
   b. taking responsibilities for self
   c. applying the management process

B. Understanding the Family

1. Types of family

   a. traditional/nuclear
   b. single parent
   c. blended
   d. other family variations

2. Functions of family

   a. physical
   b. emotional developmental needs
   c. personal growth
   d. support
   e. working as a unit for common interest and goals

3. Understanding your family

   a. cultural heritage
   b. family traditions/customs
   c. responsibilities of family members
      (1) traditional roles
      (2) evolving roles

4. How changes affect the family

   a. conflicts
   b. additions to family
   c. marriage/remarriage
   d. divorce
   e. new or loss of job
   f. moving
   g. death

C. Peer Relationships

1. Peers and peer groups
2. Importance of peer groups
    a. sense of belonging
    b. support
    c. social structure
3. Kinds of peer groups
    a. cliques
    b. crowds
4. Peer group influence
    a. positive
        (1) give support for changes
        (2) provides opportunities to learn appropriate behavior
        (3) builds self-concept
    b. negative
5. Peer pressure
    a. define
    b. affects of peer pressure
    c. coping with peer pressure

D. Friendships

1. Building friends
    a. define friends
    b. importance of friendship
2. Qualities of friendship
3. Breakdown of friendship

E. Community and Support Services

1. Recreation
2. Church
3. Clubs
4. Substance abuse
5. Social Services
6. School
7. Career

IV. Housing (17 days)

A. Housing

1. Define
2. Types

B. Your Living Space

1. Planning

a. needs
b. wants

2. Managing your living space

a. care/cleaning
b. organization
c. safety

C. Using Space

1. Interpreting a floor plan

a. basic symbols
b. space zones
c. traffic patterns

2. Storage

a. types
(1) hidden
(2) displayed
b. location

3. Decorating details

a. cost/quality
b. use principles and elements of design
c. furniture
d. lighting
e. accessories

D. Project Construction

V. Clothing/Textiles (45 days)

A. Introduction

B. Sewing Skills

1. Review

a. sewing machine
b. small sewing equipment
c. safety

2. Sewing machine stitching operations

a. regular machine stitch
b. machine basting
c. backstitching
d. zig-zagging

3. Standard seam with seam finishes

   a. 5/8 inch seam
   b. backstitching
   c. pink finish
   d. zig-zag finish
   e. stitch and pink finish
   f. handling of seams
      (1) clipping/wedging
      (2) trimming/grading
      (3) pressing

C. Pattern Selection and Use

1. Reading a catalog book

2. Pattern envelope knowledge

   a. front
      (1) name of company
      (2) pattern number
      (3) cost
      (4) views
   b. back
      (1) determine size
      (2) determine yardage
         (a) fabric
         (b) interfacing
      (3) identify notions
      (4) identify suggested fabrics

3. Using a pattern guide sheet

   a. layout guide
   b. identifying pattern views in relation to pieces
   c. pattern terms and symbols
   d. step by step instructions

4. Pattern pieces

   a. symbols
   b. preparation
   c. adjustment

D. Fabric Selection

1. Source

   a. natural
   b. man-made

2. Fabric construction

   a. woven
   b. knitted
   c. non-woven

3. Fabric information

   a. fabric bolt information
      (1) fiber content
      (2) fabric care
   b. fabric care tags

E. Apparel Construction

1. Using a commercial pattern

or

2. Using a commercial kit

F. Evaluating Ready to Wear

1. Construction quality
2. Cost
3. Care
4. Alterations
5. Designer versus store brand

VI. Foods and Nutrition (65 days)

A. Introduction

B. Review Safety/Sanitation Procedures

C. Food Choices

1. Evaluating why you eat

a. physical needs
b. psychological needs
c. social needs

2. Factors affecting food choices

a. availability of resources
b. social and cultural resources
c. current trends

3. Nutrition (review)

a. Basic Five Food Groups
b. six major nutrients
c. food choices and effects on health

D. Dietary Plans

1. Types

a. special needs
   (1) low fat
   (2) low sugar
   (3) low sodium
b. weight control plan
   (1) diet
   (2) exercise
c. other
   (1) vegetarian
   (2) cultural
   (3) religious

2. Evaluation of dietary plans

   a. nutritional validity
   b. personal needs

3. Diet disorders

   a. anorexia nervosa
   b. bulimia
   c. obesity

4. Resources

   a. doctors
   b. school nurse
   c. teachers
   d. literature

E. Meal Planning

1. Food groups/nutrients

   a. proteins
   b. dairy
   c. fruits and vegetables
   d. breads and cereals
   e. other

2. Meal appeal

   a. color
   b. texture
   c. taste
   d. temperature
   e. form
   f. variety

3. Use of convenience foods

   a. time
   b. energy
   c. money
   d. nutrition

F. Shopping for Food

1. Developing and organizing a grocery list

2. Comparison shopping

   a. unit pricing
   b. open dating
   c. labeling
      (1) brand names
      (2) nutrition
   d. choosing a store

G. Food Preparation

1. Protein foods

a. examples
b. uses in a menu
c. principles of cookery
(1) preparation
(2) cookery
(3) storage
d. preparation labs

2. Dairy foods

a. examples
b. uses in a menu
c. principles of cookery
(1) preparation
(2) cookery
(3) storage
d. preparation labs

3. Fruits & vegetables

a. examples
b. uses in a menu
c. principles of cookery
(1) preparation
(2) cookery
(3) storage
d. preparation labs

4. Bread and cereal products

a. examples
b. uses in a menu
c. principles of cookery
(1) preparation
(2) cookery
(3) storage
d. preparation labs

5. Other foods (fats and sugars)

a. examples
b. uses
c. principles of cookery
(1) preparation
(2) cookery
(3) storage
d. preparation labs

H. Entertaining Guests

1. Social function(s)

a. type
b. plan

2. Meal service

3. Etiquette

a. table manners
b. social behavior
c. appropriate dress

4. Inviting guests

a. invitations
b. introductions

I. Social Skills

1. Behavior

2. Ordering from a menu

a. reading a menu
b. placing the order
c. making nutritious choices

3. Complaints

a. service
b. food
c. check

4. Money matters

a. tipping
b. paying the check

J. Lab Experiences Using the Management Process

1. Time management

2. Working with others

3. Organization

4. Equipment

a. proper equipment selection and use
b. student accountability for the equipment used

5. Following lab instructions

6. Food preparation

7. Evaluation

VII. Exploring Entrepreneurship (8 days)

A. Introduction

B. Definition

C. Types of Business

1. Product oriented

2. Service oriented

D. Reasons for Starting a Business

E. Characteristics of a Successful Entrepreneur

F. Starting a Business

1. Selection of a business

    a. personal qualifications
    b. community interests/needs

2. Business plan

    a. business history
        (1)
        (2)
    b. business summary
        (1) goals
        (2) product/service
        (3) customer benefits
    c. management
        (1) experience
        (2) background
        (3) qualifications
    d. manufacturing
        (1) equipment & facilities
        (2) raw material
        (3) cost
            (a) storage & inventory
            (b) labor & overhead
    e. marketing
        (1) research
            (a) market
            (b) customers
            (c) competition
        (2) plan
            (a) advertising
            (b) sales method
            (c) cost to market
    f. production
        (1) personal
        (2) cost
        (3) distribution
    g. financial
        (1) expected sales & expenses
        (2) cash flow
        (3) balance sheet
        (4) initial investment
            (a) student
            (b) school
        (5) price of product or service

3. Conducting the business (project)

    a. individual
    b. class
    c. FHA

4. Evaluation

VIII. Exploring Home Economics Related Careers

Exploring of Home Economics Related Careers be integrated within each area.

VIV. FHA Co-Curricular Activities

A. Call Meetings

B. Planned Business Meetings

C. Program of Work

D. Individual and Competitive Events

E. National Programs

F. Conferences/Workshops

G. Projects

Competencies

NAME_____
Last First Middle

CURRICULUM AREA: Life Management Skills

AREA: Child Development

LEARNING AREA: Business Aspects of Babysitting

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to be a babysitter.

CRITERION REFERENCE MEASURE: Given information and resources, the student will participate in a school or home project to the instructor's specifications.

PERFORMANCE GUIDE: The student will:

LEVEL I

_____ 1. Recognize that babysitting is a business.

_____ 2. Identify reasons for babysitting.
_____a) money _____b) job experience _____c) personal satisfaction _____d) provide a service

_____ 3. Identify the following characteristics of a good babysitter:
_____a) attitude _____b) maturity _____c) aptitude
_____d) experience

_____ 4. Recognize limitations related to personal traits and environment.

_____ 5. Define terms relating to knowledge of children:
_____a) developmental task _____b) readiness

_____ 6. Identify capabilities and limitations within each of the following groups: _____a) infant _____b) toddler _____c) preschool/school age _____d) special needs

_____ 7. Select safety precautions involved in babysitting.
_____a) child's _____b) personal

_____ 8. Identify basic care-giving techniques.
____a) feeding ____b) dressing
____c) play/activities ____d) bathtime/bedtime
____e) handling emergencies ____f) discipline

_____ 9. Identify and/or match responsibilities to the appropriate person. _____a) babysitter _____b) babysitter's parents
_____c) parent employer

LEVEL II

_____ 1. Identify two ways to find a babysitting job.
_____a) advertise _____b) referral _____c) want ad

_____ 2. Discuss methods of establishing and collecting fees.

_____ 3. Identify and match safety practices with the appropriate age group.

_____ 4. Develop guidelines for the babysitter's role in discipline.

_____ 5. Explain the business aspects of babysitting.

LEVEL III

_____ 1. Apply babysitting skills to a given situation.
_____a) home and/or _____b) school

_____ 2. Identify careers related to child development/babysitting.

NAME:_____
Last First Middle

CURRICULUM AREA: Life Management Skills

AREA: Personal Development/Family Relations

LEARNING AREA: Personal Development/Family Relations

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to develop as an individual and family member.

CRITERION REFERENCE MEASURE: Given instruction and resources the student dent will evaluate his/her self-concept and develop a plan for building a positive self-concept.

Given instruction and resources the student will develop a plan to explore his/her role in relationships with others to the instructors specifications.

PERFORMANCE GUIDE: The student will:

Level I

_____ 1. Identify areas of growth in adolescence as:

a. physical
b. mental
c. emotional
d. social

_____ 2. Recognize the major developmental tasks of adolescence:

a. accepting your changing body
b. growing socially to establish relations with peers of both sexes
c. controlling your emotions as you become independent of parents and other adults
d. developing intellectual skills and concepts
e. preparing for and reaching economic independence
f. becoming a responsible citizen

_____ 3. Define "self-concept".

_____ 4. Recognize the importance of a positive self-concept.

_____ 5. Identify ways to improve self-concept.

_____ 6. Recognize the importance of self-concept.

_____ 7. Identify ways to improve self-concept.

_____ 8. Recognize the following influences on self-concept:

a. heredity
b. environment

_____ 9. Develop a plan for self-improvement using the management process.

_____10. Define the term family.

_____11. Identify the different types of families:

a. traditional
b. single parent
c. blended
d. other family variations

_____12. Recognize the functions of a family as:

a. meeting physical needs
b. meeting emotional developmental needs
c. providing for personal growth
d. being supportive
e. working as a unit and sharing in common interests, goals, values and needs

_____13. Recognize the following factors that help you understand your family:

a. cultural heritage
b. family traditions/customs
c. responsibility of family members

_____14. Recognize the following as changes that affect the family:

a. conflicts
b. additions to family
c. marriage and remarriage
d. divorce
e. new or loss of job
f. moving
g. death
h. members with special needs

_____15. Recognize the importance of community services and supports for families.

_____16. Define peer/peer groups.

_____17. Identify two types of peer groups as:

a. cliques
b. crowds

_____18. Identify positive and negative influences of peer groups.

_____19. Define peer pressure.

_____20. Discuss the effects of peer pressure.

_____21. Identify ways of coping with peer pressure.

_____22. Recognize the significance of friendships.

_____23. Identify careers related to personal development.

Level II

_____ 1. Identify community and support services.

NAME: _____
Last First Middle

CURRICULUM AREA: Life Management Skills

AREA: Housing

LEARNING AREA: Housing

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to organize, decorate and/or care for living space.

CRITERION REFERENCE MEASURE: Given information and resources, the student will participate in a school or home project to the instructors specifications.

Given information and resources, the student will assume responsibility for the care and cleaning of an area to the teacher's specification.

PERFORMANCE GUIDE: The student will:

Level I

_____ 1. Define housing.

_____ 2. Label types of housing.

_____ 3. Discuss individual family needs and wants when planning housing.

_____ 4. Discuss care/cleaning practices in home management.

_____ 5. Recognize necessity for functional organization.

_____ 6. Identify safety factors in a specified living space.

_____ 7. Recognize a floor plan.

_____ 8. Recognize basic architectural symbols.

_____ 9. Identify space zones in a given floor plan.

_____10. Define traffic patterns.

_____11. Describe storage types:

a. hidden
b. display

_____12. Indicate functional location of storage areas.

_____13. Compare cost/quality in decorating living space.

_____14. Identify functional and decorative accessories.

_____15. Discuss factors influencing furniture placement.

_____16. Recognize individual furniture preferences.

_____17. Recognize two kinds of lighting:

a. direct
b. indirect

_____18. Create a project incorporating decorating details.

Level II

_____ 1. Explain how needs and wants influence housing choices.

_____ 2. Assume the responsibility for the care and cleaning of an area of his/her living space.

_____ 3. Analyze a floor plan to identify space zones, traffic patterns and storage areas.

_____ 4. Identify careers related to housing.

NAME: _____
Last First Middle

CURRICULUM AREA: Life Management Skills

AREA: Clothing/Textiles

LEARNING UNIT: Clothing/Textiles

PERFORMANCE OBJECTIVE: The student will acquire knowledge and skills to select pattern, fabric, and notions and to choose and use equipment and supplies necessary to construct a simple garment.

CRITERION REFERENCE MEASURE: Given adequate instructions and equipment, the student will take body measurements, determine pattern size, and purchase a pattern to meet individual skill levels.

Given adequate instructions, the student will determine fabric yardage and select fabric appropriate for pattern.

Given pattern, tools, and materials the student will construct a simple garment to the instructor's specifications.

PERFORMANCE GUIDE: The student will:

Level I

_____ 1. Recognize a pattern catalog.

_____ 2. Recognize the three main parts of a pattern envelope:

a. envelope (front and back)
b. instruction sheet
c. pattern pieces

_____ 3. Identify information found on the front of a pattern envelope as:

a. name of company
b. pattern number
c. cost
d. views

_____ 4. Recognize that the back of a pattern envelope is used to:

a. determine size
b. determine yardage of fabric/interfacing
c. identify notions
d. identify suggested fabrics

_____ 5. Define the term fiber.

_____ 6. Name two types of fibers:

a. natural
b. man-made

_____ 7. List three basic types of fabric construction:

a. woven
b. knitted
c. non-woven

_____ 8. Recognize fabric information found on the end of a fabric bolt:

a. manufacturer's name
b. fiber content
c. fabric width
d. fabric care
e. cost per yard
f. fabric care tags/label

_____ 9. Demonstrate the ability to use the following skills for pattern selection:

a. taking body measurement to determine size
b. selecting a pattern that matches skill level
c. using information on the envelope to determine materials needed

_____10. Recognize and demonstrate lab safety procedures.

_____11. Recognize and use the following sewing equipment:

a. cutting equipment
   (1) cutting shears
   (2) pinking shears
   (3) trimming scissors
   (4) seam ripper
b. measuring equipment
   (1) tape measure
   (2) sewing gauge
c. marking equipment
   (1) tracing wheel
   (2) tracing paper
d. pressing equipment
   (1) iron
   (2) ironing board
   (3) press cloth

_____12. Recognize and use the following machine parts:

a. needle
b. presser foot
c. presser foot lifter
d. foot pedal/knee press
e. reverse feed button
f. hand wheel
g. throat plate/seam guide
h. thread guides
i. bobbin case
j. stitch length dial
k. stitch width dial
l. gear shift
m. spool pins
n. thread tension dial
o. needle control dial
p. drop feed button
q. thread take-up lever

_____13. Demonstrate the following basic machine operations:

a. threading
b. regular machine stitching
c. machine basting
d. backstitching
e. zigzagging

_____14. Demonstrate the ability to stitch a 5/8" straight seam with backstitching.

_____15. Prepare seams using the following seam finishes:

a. pinking
b. zigzagging
c. stitched and pinked

_____16. Prepare a sample of each showing handling of seam techniques:

a. clipping/wedging
b. trimming/grading
c. pressing

_____17. Recognize and identify the following as parts of a pattern guide sheet:

a. pattern terms and symbols
b. diagram of pattern pieces
c. cutting layout in relation to view, size, and fabric width
d. step by step instructions and diagrams

_____18. Follow a commercial pattern or kit to completion:

a. prepare and fit pattern pieces to body measurements
b. prepare fabric for cutting
c. follow layout procedures to lay, cut, and mark pattern pieces
d. follow the pattern instruction sheet or selected project to completion

Level II

_____ 1. Identify one non-woven fabric construction type as interfacing.

_____ 2. List signs of garment quality in ready to wear apparel:

a. straight seams
b. small stitches
c. seam finishes
d. invisible hem stitching
e. matching plaids, stripes, and large designs
f. zippers zip easily

_____ 3. Relate the care requirements of ready to wear apparel to:

a. time
b. cost
c. quality

_____ 4. Evaluate the pros and cons of buying a ready-made garment when alterations are necessary.

_____ 5. Identify careers related to clothing and textiles.

Level III

_____ 1. Analyze quality/cost in relation to ready to wear.

_____ 2. Differentiate between designer and store brands.

NAME: _____
Last First Middle

CURRICULUM AREA: Life Management Skills

AREA: Foods and Nutrition

LEARNING AREA: Foods and Nutrition

PERFORMANCE OBJECTIVE: The student will acquire the knowledge and skills to plan, prepare, and serve at a social function.

CRITERION REFERENCE MEASURE: Given instruction and resources the student will evaluate food choices and dietary plans as it applies to nutritional validity and personal needs.

Given instruction the students will plan, organize and execute a social function to the teacher's specifications.

Given a recipe, equipment, and supplies the student will apply principles of cookery in a laboratory experience to produce an edible product.

PERFORMANCE GUIDE: The student will:

Level I:

_____ 1. Identify why you eat.

a. physical needs
b. psychological needs
c. social needs

_____ 2. Identify factors affecting food choices.

a. availability of resources
b. social and cultural resources
c. current trends

_____ 3. Define diet disorders.

a. anorexia nervosa
b. bulimia
c. obesity

_____ 4. Review nutritional information.

a. basic five food groups
b. six major nutrients

_____ 5. Recognize that there are various types of dietary plans.

a. special needs
b. weight control
c. other

_____ 6. Indicate resources available for dietary plans.

_____ 7. Identify the influences on meal planning.

a. food groups/nutrients
b. meal appeal/service
c. use of convenience foods
d. individual daily needs

_____ 8. Give examples of each, ways each are used in menu planning, and identify the principles of cookery for each of the following food groups:

a. protein foods
b. diary foods
c. fruits and vegetables
d. breads and cereal products
e. other foods (fats and sugars)

_____ 9. Plan and/or evaluate nutritious meals.

_____ 10. Identify the components of comparison shopping.

a. unit pricing
b. open dating
c. labeling
d. choosing a store

_____ 11. Recognize different types of social functions which require prior planning.

_____ 12. Recognize behavior as a social skill.

_____ 13. Apply rules of etiquette when entertaining guests.

a. table manners
b. social behavior
c. appropriate dress codes

_____ 14. Prepare invitations for a social functions.

_____ 15. Practice making introductions at a social function.

_____ 16. Describe different types of restaurants.

_____ 17. Discuss appropriate restaurant behavior in relation to the following:

a. dress codes
b. conversation
c. customer manners
d. service reactions
   (1) waiters/waitresses
   (2) accidental happening
   (3) registering complaints (food, service, bills)
e. paying bills/tipping

_____ 18. Review safety/sanitation procedures.

_____ 19. Identify equipment to be used in laboratory experiences.

_____ 20. Identify cooking terminology to be used in laboratory experiences.

_____ 21. Apply the following in food preparation labs:

a. management process
b. variety of cooking techniques/skills
c. various pieces of equipment

_____ 22. Prepare foods from the basic 5 food groups.

_____ 23. Utilize a variety of cooking techniques/skills.

Level II

_____ 1. Identify some guidelines for a personal nutrition program.

a. keep the daily food guide in mind as you make your food choices
b. throughout the day, try to select an assortment from each of the food groups
c. choose foods that give you the most nutrients in relation to the calories they contain
d. avoid high-calorie fats and sweets
e. eat some fresh fruits and vegetables everyday
f. watch for "poor nutrition traps" like vending machines, fast food restaurants, and activities that encourage snacking
g. enjoy new food experiences
h. review/question your food choices at the end of the day
i. occasionally, keep a written record of your food choices for one or two days

_____ 2. Evaluate dietary plans according to nutritional validity and personal needs.

_____ 3. Plan and prepare food for a social function.

_____ 4. Identify careers in food related occupations.

NAME: _____
Last First Middle

CURRICULUM AREA: Life Management Skills

AREA: Entrepreneurship

LEARNING AREA: Career Awareness

PERFORMANCE OBJECTIVE: The student will acquire knowledge and skills to develop and operate a successful business.

CRITERION REFERENCE MEASURE: Given information and resources the student will participate in an individual class or F.H.A. entrepreneurship project.

PERFORMANCE GUIDE: The student will:

Level I

_____ 1. Define "entrepreneur."

_____ 2. Identify advantages of being an entrepreneur.

_____ 3. List characteristics of a successful entrepreneur.

_____ 4. Recognize types of business as product-oriented and service-oriented.

_____ 5. Identify examples of product-oriented and service-oriented businesses with which a teenager can become involved.

_____ 6. Recognize a business plan and it's benefits to an entrepreneur.

_____ 7. Develop and use a business plan as part of an entrepreneurship project.

_____ 8. Participate in a class and/or individual entrepreneurship project.

Level II

_____ 1. Discuss characteristics of a successful entrepreneur.

_____ 2. Identify the components of a business plan.

_____ 3. Discuss the role of personal qualifications in selecting a business.

_____ 4. Evaluate his/her personal qualifications as a successful entrepreneur.

Level III

_____ 1. Explain the basic components of a business plan.

Correlation of Life Management Skills Curriculum With Oklahoma's Home Economics I Basic Core Curriculum

CORRELATION OF LIFE MANAGEMENT SKILLS I CURRICULUM

with

OKLAHOMA'S HOME ECONOMICS I - BASIC CORE CURRICULUM

UNIT I.	Introduction	
UNIT II.	Business Aspects of Baby-sitting	<u>Child Development</u> Child Care Worker HE I 1C - 32C Child Care Activities HE I 33C - 86C
UNIT III.	Personal Development/ Family Relations	<u>Personal Relationships</u> Peer Relations HE I 21H - Family Relations HE I 1H -
UNIT IV.	Housing	<u>Housing and Home Furnishings</u> Personal Living Space HE I 1G - Color HE I 1G -
UNIT V.	Clothing/Textiles	<u>Clothing and Textiles</u> Pattern and Fabric Selection HE I 1D - 35D Small Sewing Equipment HE I 37D - 67D Sewing Machine HE I 69D - 117D Basic Sewing Techniques HE I 119D - 179D Clothing Care HE I 181D - 205D

UNIT VI.	Foods and Nutrition	<u>Foods and Nutrition</u> Food Habits, Exercise & Good Health HE I 1F - Meal Planning & Table Service HE I 33F Kitchen Utensils & Tools HE I 73F Using a Recipe HE I 127F Safety and Sanitation HE I 167F Quick Breads HE I 183F Cereals HE I 205F Dairy Foods HE I 227F Eggs HE I 251F
UNIT VII.	Exploring Entrepreneurship	
UNIT VIII.	Exploring Home Economics Related Careers	<u>Career Exploration</u> Home Economics Related Occupations HE I 1B - 16B Locating A Job HE I 17B - 54B Job Success HE I 55B - 82B
UNIT VIV.	FHA Co-Curricular Activities	<u>Orientation</u> Orientation to Future Homemakers of America HE I 1A - 40A FHA in Action HE I 41A - 70A Parliamentary Procedure HE I 71A - 88A

Career Education Infusion

CAREER EDUCATION INFUSION PROJECT
Loudoun County Public Schools
Grades 6 - 8

Program - Home Economics

	Career Education Objective	Subject/Grade	Curriculum Guide	Units
1.	The student will gain reinforcement of career and self-awareness concepts (decision-making; self-awareness; work attitudes, perceptions without biases) initiated in the early childhood grades through appropriate experiences.	Home Economics/6	Teen Living	Personal Development
				Consumer Education
				Foods - Lab Experiences Using the Management Process.
		Home Economics/7	Teen Living	Personal Development/Family Relations
				Consumer Education
				Management
				Foods - Lab Experiences Using the Management Process.
		Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting
				Personal Development/Family Relations
				Clothing/Foods - Lab Experiences Using the Management Process
				Food Choices
				Exploring Entrepreneurship

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Career Education Objective	Subject/Grade	Curriculum Guide	Units
2. The student will identify some personal interests, aptitudes and values.	Home Economics/6-8	Teen Living 6 Teen Living 7 Life Management Skills I	It is important to emphasize that the entire middle school curriculum is designed so that students can explore many aspects of Home Economics. Through this process, students are able to identify areas of interest, aptitude and values.
3. The student will relate the world of study to the world of work; and 5. The student will acquire knowledge about occupations, work settings and life styles.	Home Economics/7	Teen Living	Careers Related to: Personal and Family Relations Consumer Education Management Foods Clothing/Textiles
	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting How to be Your Best Entertaining Guests Lab Experiences Using the Management Process Exploring Entrepreneurship Exploring Home Economics Related Careers

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	Career Education Objective	Subject/Grade	Curriculum Guide	Units
4.	The student will begin to classify occupations within career clusters and become familiar with several clusters.	Home Economics/8-9	Life Management Skills I	Exploring Home Economics Related Careers
7.	The student will begin to relate some of the subject matter learned in school to his/her future role as a citizen, worker, consumer, parent, neighbor, and guardian of human rights and of the environment.	Home Economics/6-8	Teen Living 6 Teen Living 7 Life Management Skills I	This career education objective relates directly to one of the goals for the Home Economics Program. The information and skills taught are directed toward daily living and work skills in order to prepare students for the various roles they hold now and those they will hold as adults.
8.	The student will begin to recognize the relationship of productive work to the economy and to his/her personal welfare.	Home Economics/8-9	Life Management Skills I	Business Aspects of Babysitting Exploring Entrepreneurship Clothing/Foods - Lab Experiences Using the Management Process

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Resources

RESOURCES

Life Management Skills. Glenco Publishing Co.

Home Economics I. State Department of Vocational & Technical Education, Stillwater, Oklahoma.